

Senate approves CEGEP-level education

Senate in an almost unanimous vote (38 to 2) passed a resolution to offer CEGEP level education on the McGill Montreal campus for a maximum period of four years, at a meeting held on March 5, at Macdonald College. The resolution read, "The Senate adopts the principle of offering for a maximum of four years, a programme of college-equivalent studies leading to a first degree in the appropriate Faculties after five years of post-secondary education."

This motion means that McGill will accept students in the autumn of 1969 for the first year of a two-year college-equivalent programme, followed by three years for the B.A. or B.Sc. degree. The University will

offer this programme until 1973, or earlier, as English-language CEGEP's become available. The amendment to the resolution tabled by the Arts and Science Faculty was defeated by majority of the Senate members (35 to 5). The decision of the Senate will now be placed before the Board of Governors for ratification.

Initial studies made regarding classroom facilities, financial requirements, and all the other ramifications will now be pursued, so that the University can play its full role in offering its academic facilities to CEGEP students next fall. McGill has resolved to put all its resources into this programme and maintain its high standard

of academic excellence.

Senate approved a recommendation concerning the handling of the agenda of Senate meetings. The first part of the meeting (2:20 - 4:20 pm) will be devoted to resolutions of individual members. The second part (4:30 - 6:30 pm) will attend to regular business, i.e. reports from Committees and Faculties, reports and recommendations of governments, etc. This procedure will commence at the next Senate meeting to be held on March 19.

A special meeting of the Senate will be held on March 12, to discuss education in Quebec. The meeting will deal with all subjects presently on the agenda concerning

Quebec education, and motions will be moved and actions taken. A review of the University of Quebec will be made by Professor T. J. F. Pavlasek.

The Senate approved a constitutional amendment passed by the Arts and Science Undergraduates Society which permits an increase in membership fees from \$2 to \$4.

Senator Robert Hajaly presented recommendations on the selection of Executive Officers and Academic Personnel of the University. The recommendations concerning the appointment of Deans was tabled, but for lack of time it was deferred to the next regular meeting of the Senate.

NEWS EDITION
VOLUME 1, NUMBER 21

6 MARCH 1969

McGill reporter

why a mid-week issue?

With this issue, the McGill Reporter goes bi-weekly for the balance of its publication year. The mid-week edition, which will appear in tabloid form each Thursday, is to be devoted largely to University news. The Monday edition will appear in regular format together with the tabloid Gazette supplement. This new policy is in response to an increasingly expressed demand for more up-to-date information, and the Thursday publication date has been chosen so that proceedings of Senate, on Wednesdays, may be reported quickly to the University community.

Commencing next Thursday, March 13, a French-language weekly tabloid edition of the Reporter will be published until the end of the academic year. This will represent an intensification of a policy which, for technical reasons, has had to be only sporadic in the English-language edition of the Reporter. It is an effort to afford a medium for our French-speaking staff and students (as well as English-speaking students who may wish to read French), and to carry news and information about the University to the French-speaking community of Quebec.

MAUT at the crossroads

by John Dealy

When Archie Malloch called me up about a year and a half ago to ask me if I would run for vice-president of M.A.U.T. (or, as custom has it, president-elect) my first reaction was that all that work for no pay was a poor proposition. On reflection, however, I decided that working at a university without an effective staff association was an even worse proposition. So on the theory that someone had to do it I accepted.

Even then I had certain ideas about the role and proper mode of operation for M.A.U.T., and time has served mainly to reinforce these. There now seems to be a feeling on the part of some members that there should be a shift in the role and, or mode of operation of the Association. While there may be room for reconsideration of the mode of operation, I believe that a change of role is not in the best interests of the staff. Let me explain what I mean.

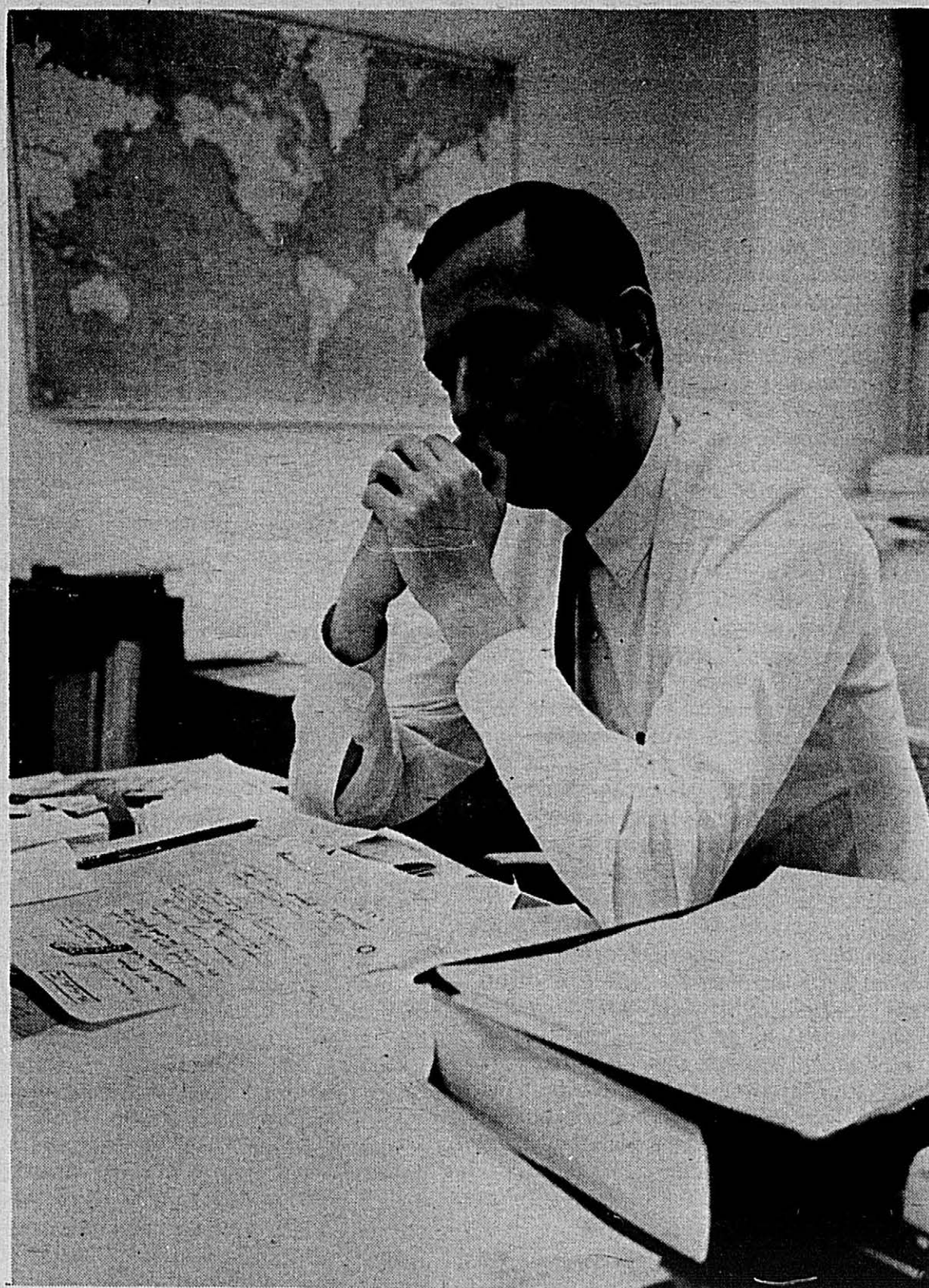
The matter of "mode of operation" boils down to a question of the relationship between the staff association and the statutory government of the university, particularly the administration. The Duff-Berdahl report on university government recommended that the staff association should remain discreetly outside the formal structure of the university. On the other hand, W. B. Cunningham has argued in the December C.A.U.T. Bulletin that staff associations should strive to obtain a formally recognized position within the corporate structure of the university. Strictly on the basis

of effectiveness, I favor the Duff-Berdahl policy of independence. However, at its first meeting last fall, the members of M.A.U.T. rejected this point of view when it voted to participate, through its representatives on a Board of Governors committee, in the establishment of salary policy for academic staff. In the end, this matter must be decided by the members, and I am willing to accept the decision of the majority.

The matter of the "role" of the Association is something which must be settled soon if the M.A.U.T. is not to destroy itself as an effective guardian of staff rights and privileges. The idea that a staff association should have as its sole purpose the improvement of working conditions for professors may seem rather parochial but it is my thesis that in working toward this goal the association serves the academic interests of the university in an important and material way. When salaries and fringe benefits are competitive, it permits the departments to attract highly qualified scholars to teach at the university. Furthermore, a professor who does not have to be personally preoccupied with his economic security and his academic freedom can devote more of his attention to his teaching and research.

On the opposite side of this coin can be found the currently popular idea that M.A.U.T. should play the role of a pressure group or action front on the campus which reacts to current events by taking stands

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John Dealy, president of the McGill Association of University Teachers.

MAUT

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on controversial issues. I believe this is a dangerous direction for us to move in. This is not to say that I think professors should never commit themselves personally to a point of view on anything. Neither am I opposed to the idea that M.A.U.T. should, by organizing general discussion sessions, provide a forum for staff views on a wide range of subjects; indeed I favor this and believe we should do more of it. What I do say is that for the association to take official stands on various contentious issues can only cause factionalism and bitterness which will prevent our co-operation on those mat-

ters which nearly all of us agree are important to make McGill a better place for scholars to study together.

The last observation I would like to make has to do with the present structure of M.A.U.T. which is extremely ill suited to a role as an action group which would respond with minimum delay to campus controversies. First of all, the only thing that all the members have in common is that they are professional employees of McGill. Now since these people were hired because of their capacity for independent thinking, it should come as no surprise that about the only thing they agree on is that they should have adequate salaries, fringe benefits, sabbatical leaves, and protection of academic freedom. Secondly, the Council

members are not elected on the basis of platforms or declarations of policy. Thus there are no "slates," and the elections are essentially apolitical. As a result the persons elected consider themselves as guardians of staff rights and caretakers of the Association's machinery which is designed primarily for making studies and producing recommendations; they have no mandate to issue policy statements on behalf of the membership.

With regard to this last point, I have been keenly interested in Ian Hyman's analysis in recent issues of the *McGill Daily* of the organizational problems facing UGEQ. There are certain similarities between the problems facing the two organizations, and Hyman has exposed clearly

the options available. He favors an executive empowered to speak for the members on certain issues although he stresses the importance of communication between the Council and the membership. On the other hand he applauds a recent resolution of the UGEQ Council which stated that:

"...Council mandate its representatives to...orient UGEQ...away from questions of narrow nationalism and towards concentration and broad social, educational and economic questions."

Mr. Hyman and I seem to have come to the same conclusion with regard to the destructive role played by emotionally charged issues in associations with important continuing expository functions to perform.

every-body is for order -but what is it?

by W.A. WESTLEY

Just a week ago the general meeting of the MAUT was embroiled in an unpleasant debate over whether or not to condemn violence on the campus. The condemnation of disorder obviously was treated by some members as an implied support for the Principal and a condemnation of Stanley Gray, and by others as the opposite. The vote that followed, which overwhelmingly supported the condemnation, seemed to be both a vote of confidence in the Principal and a vote against the "radical" people who opposed the motion.

This debate was followed by two letters to the *Montreal Star*, each signed by masses of faculty members. The first asked for reconsideration and "questioned the wisdom of administration action." Obviously this was read by many members of faculty as disloyalty to the Principal in a moment of crisis and they got up a second letter stating their confidence in the Principal and condemning disorder.

I signed the first letter and would have signed the second one also, if I had had the chance. I do believe that there should be reconsideration, but I also have deep faith in the integrity of the Principal. But neither of these two points, or for that matter Mr. Stanley Gray himself, is relevant to the real issues faced by McGill and other university campuses at the present time. The real question is not whether or not Mr. Gray was justified, or whether or not the radical students should protest in the extreme ways they do, or whether or not the actions of the administration are democratic. The real question is, why are we having this discussion at all? Why are the students so agitated and discontent? Why do many intelligent and dedicated members of the staff sympathize with, and sometimes lead them? I am sure that all my colleagues share my concern over these questions no matter what their views on our local issues. True, we have all become emotionally inflamed and are tending to polarize into radical and conservative factions and view each other in stereotyped terms. But this polarization and

intensity is, I believe, a reflection of our deep personal concern and anxiety about these threatening developments.

punitive action no solution

I would like to present a few of my own reflections on these developments to indicate why I think there is more to this than a question of deliberate disorder, and why I don't think that punitive action is the answer.

First, I see campus disruptions as one form of general moral disorder, social complaint, and deviation to be found in perhaps most universities and secondary schools in the industrialized countries. Where there is not rebellion and disruption, there is deep apathy and various forms of passive aggression, such as sullenness, or the escape into the use of drugs. Many of the "quiet" campuses are beset by these problems which, since they avoid the issues, are very difficult to deal with. Such widespread deviation, and perhaps despair, sim-

ply cannot be intelligently treated as "criminal" behavior, however one uses that term. Clearly, the young people of our time increasingly feel that something is deeply wrong with their lives, and they are blaming the society that "did it to them." Naturally the symbols of society are the symbols of power, the big governments, corporations, and the people who are immediately in authority over them. This leads to my reason for counselling against punitive action, except in extreme cases, for the protection of the community.

Punitive action is seen by the students as an attack by the very people, who, they feel, are trying to destroy them. To protect themselves they must fight back. In other words, to treat the "complaint" with disciplinary action simply justifies the complaint itself. One cannot exert moral leverage on particular members of society unless the whole community shares common moral values.

The point that I am making here is that actions to restore "order" depend on the existence of some underlying moral order shared by members of the community. In the "old" university of a few years ago there was general agreement about the sharing of power and authority, and about the proper roles of students, faculty and administration. There was, in other words, a moral order accepted by members of the University community, which could be restored if it was disrupted. Today, there seems to be evidence that increasing proportions of the members of the University community do not believe in this old moral order, and are groping for something else. It is not clear what this is but it seems to include both a very different allocation of power and a general redirection of university life. In any event, what is clear, as evidenced by the widespread student complaints and demonstrations and by the split in the faculty itself, is that we do not possess such a moral community, and this leaves me fearful that we may slide into Hobbes' war of each against all. I can see that many of my colleagues share this fear when they seek to restore order and to condemn disorder, but I also feel that their model of order is that of the "old" university community. As I have already point-

ed out, with that view in mind, they may be feeding the monster they are trying to destroy.

recommendation to maud

What, then, can we do? What should be the role of the MAUT in this time of turmoil and change? I regret to say that I have no simple answer. Clearly the MAUT can only aggravate the situation by passing motions supporting or condemning anything. I'm sorry that that happened at our last general meeting. But I do think that there are some guidelines which may prove helpful. First, I think we must all work with the students to identify and solve the problems which underlie their complaints. They are part of our community, but we are its most experienced and highly trained members. Second, we must encourage experimentation by supporting and protecting the experimenters. I have a personal stake in one department which is experimenting in sharing power with students, and in this case it isn't a question of whether or not to share power with the students, but of finding ways to make such a sharing work.

The search and the experiments, however, can only take place if the university continues to function. This means that while the university authorities must listen to the voice of protest, rather than restrain it, they must not give in to force. It is one thing to listen, another to submit. There are limits to protest. When this takes the form of acts legally defined as criminal, the law should take its course. On this point I agree with the arguments set forth by Frank Scott in his letter which appeared in the *Montreal Star* last Tuesday.

Let's face it, things are going to be difficult for a long time, and we need all the support we can get from each other in our efforts to deal with the problems that come up. The greatest threat to our university community is a lack of confidence in each other.

Professor Westley is a past president of the MAUT

FORUM

Deutsch-Herschorn position on student participation

To the Editor:

At the recent M.A.U.T. general meeting we put forward the following position on student participation in the appointments process:

Recommendations

1. (a) That representative students be involved in defining the needs of departments for new staff;

(b) That departments join with representative students in the evaluation, on a regularly recurring basis, of the teaching ability of staff members;

2. That decisions on appointments, promotions, and tenure should be made by the University academic staff utilizing the information derived from student participations as defined in.

Our reasons for our position are:

1. Student participation, in these days of New Left Militancy, is no longer a guarantee of the sincere evaluation of teaching ability.

2. Student participation in decisions appointments is impractical at McGill as long as it is not generally accepted in North America. The implementation of direct student participation would probably lead to staffing problems.

3. The proposed procedure with the development of mutual confidence can lead to further improvement in the appointment procedure.

A. Deusch
Economics
M. Herschorn,
Mathematics

Whither democracy?

To the Editor:

The MAUT meeting which ended in chaos and disorder last Thursday brought to the surface the undemocratic structure of decision-making within the faculty association. This might seem strange to some people since clearly a majority of the staff present seemed quite willing to support the "law and order" motion. But democracy, as we generally celebrate it as an ultimate value in western society, involves considerably more than the idea of "majority rule". More important is the idea that the majority has been formed through a particular kind of process. As an ideal, that process includes such things as maximum access to information, sustained dialogue and argumentation, deliberateness in decision-making, and a willingness to listen to those who at a given point in time may be minority voices. It is these things which ultimately distinguishes the democracy of parliamentary bodies which we admire from that of lynch mobs which we do not. It is these qualities, too, that were most glaring in their absence from the MAUT meeting last Thursday.

The most disappointing failure of the meeting was the lack of opportunity to discuss in depth the issues which surrounded the "Gray Affair." The large turn-out by staff who generally do not attend MAUT meetings was indicative of the great interest the conflict had generated. It might have been supposed that the most fruitful approach would have been to use the meeting for the purpose of debate and discussion,

since a large number of people had come to the meeting with the intention of participating in debate and dialogue. Unfortunately, there did not seem to be very much of a will on the part of most members to seriously examine the issues involved in the Gray affair. Instead there was an attempt to railroad a motion through the meeting before debate on issues had hardly begun. Such a power play, regardless of the procedural niceties in which it was cloaked, was clearly not in the best interests of the university as a whole — and I include here the thousands of students who are generally disaffected with the way in which the administration has been behaving.

For my own part, I decided that there was no reason to play the "game" any longer, once it became apparent that discussion was going to be closed off even though there were several people on the speakers' list who still had an "official" right to speak, and many others who also wanted to have their say. If colleagues insist on disrupting the democratic process — even if they use "technically" legal means to do this — then it is the duty of responsible minorities to expose the fraud and corruption for what it is.

Hopefully, the future will find the faculty of this university beginning to face up to the problems concerning teaching methods and loads, the distribution of power within the university, the relationship between the university and the surrounding society, etc. If not, then the process of polarization within the faculty can be expected to continue and widen.

Sincerely,
Louis C. Goldberg
Sociology

Dear P. Aim et al.

Dear P. Aim. et al.:

On February 26 the Montreal Star printed a letter signed by yourselves. I would like to explain why I did not join you. My sympathies are in many ways with you: I too deplore the hardening attitudes around the University. Institutions like ours which are based on the open mind are easily damaged when this happens. And yet we must try and put the situation into focus. It is the open mind itself which has been under systematic attack for many months at McGill. And the unfortunate person who is the central figure in the current debate is also the one member of staff who apparently has actively led this attack. I refer to the fact that the ideal of the Critical University goes far beyond the dictionary meaning of these words. It connotes an attempt to coalesce opinion in the University to such an degree that the University as an institution becomes a ramrod for a certain social and political position. This is the essential antithesis of the free university, and probably of the democratic university as well. While I hold the strident advocacy of this doctrine very much against the individual whose case prompted your letter, I hope you will appreciate that so open is our University and so total is our commitment to its pluralism that the case against him rests not at all on his views. The case depends entirely on the physically disruptive methods in which he has apparently engaged. And physical coercion aimed at compelling a view, or at disturbing the formulation of other views, is surely among the most serious offences of the university teacher.

Your letter makes a number of assertions which I cannot reconcile with the situation at McGill. It claims that adminis-

trators, from chairmen to principal, quite beyond the somewhat blunt one man one-vote election and recall method. There are several chairmen and directors of Institutes and Centres among you; do you not agree that most of them could not function very long if they truly lost the assent and cooperation of their constituents? I suggest therefore that the tenure of office of administrators — should they lose this assent — would not be much different than if they had been elected in the first place, and then lost their constituents' confidence. Both in view of this de facto accountability, and on grounds of direct knowledge, it seems to me quite unjustified to generalize about the intellectual isolation of our administrators from the "continuing dialogue occurring in the University community." These are splendid phrases you use to describe the uncomfortable situation in which McGill finds itself when it is wrestling with its self-concept, and its place in Montreal and in the world. In this debate only a tiny minority of revolutionaries claim to have all the answers. But most of us at least know that their extremist positions are not solutions; hence regardless of the direction in which we are developing, their position needs to be rejected with firmness. Clearly some of our "administrators" are fully engaged in the debate — hardly a dialogue — about where our future lies; others, like members of all other groups, try to avoid this debate for which presumably they have many reasons, some no doubt respectable.

These are more reasons than necessary for not signing your letter. In addition, the simplest reason is that it was sent to an off-campus newspaper. I suggest to you that your decision to do so constitutes an escalation quite unwarranted by what had happened. In fact, your addressing Montreal, Quebec, and — ominously — "our Canadian colleagues at large," further politicizes our debates and conflicts, a tendency which in your letter you claim to deplore.

Immediately below your letter, in the Star, there appears another one from four gentlemen (Frankel, Theall, Trentman, Vogel) — who by your criteria could be called administrators, with all that that entails in intellectual isolation! They point out that in the current climate no procedures, and hence no rules, apply. Hence no judgements are possible. Do they not realize that the postponement of an effort to achieve an honest judgement is itself a judgement; especially when this postponement is so publicly made? I suggest to these writers that if we declare this a period of no rules (since the rules may be changing). God protect us from the rules which will emerge!

Walter Hirschfeld
Vice-Dean, Physical Sciences Division

Expectations for courtesy and tolerance

To the Editor:

We, as signers of the Minority Report of the MAUT Committee which considered the question of student participation in the appointment and promotion of university staff, set forth some of our reactions to last week's MAUT General Meeting.

1. In agreement with Ted Sourkes and Leon St. Pierre, we deplore the fact that the pressing issue of student participation in the appointment and promotion of staff members was shelved, even though the matter was considered of urgent importance only three months earlier. To a large extent, we find the MAUT Council responsible for this reversal; in their concern to avoid controversy and acrimony, the Council had produced four policy statements and a recommendation which would have effectively postponed further consideration of the matter by MAUT, at least until the summer. Both the majority report of the Committee, which recommended limited student participation, and our minority report, which recommended full and formal student participation, had not been read by the member-

ship so that they were unable to serve as a basis for discussion.

2. We do not dispute the right of the majority to pass a motion in MAUT denouncing what they regard as disruptive tactics. However, we would make the following comments:

a) To use the term "disruptive," the very term used by those pressing charges against Stanley Gray, MAUT has clearly aligned itself against Mr. Gray, destroying any claim that MAUT might have had as an honest broker in the case.

b) The motion as finally passed lacked most of the hysterical language of the original motion from which it was derived. Nevertheless, the statement that disruptive tactics inevitably lead to violence is an insult to the intelligence. Clearly tactics (which the majority call disruptive) may or may not lead to violence depending, for example, on the response of the university community to these tactics.

c) To hide behind the all-embracing terms "disruptions" and "normal functioning of the university" without considering the complex issues at the roots of the unrest at McGill is very shortsighted.

3. We were distressed at the tone of the meeting. One has a right to expect that professors, as supposedly intelligent, educated and cultured beings, should display courtesy, tolerance towards minority viewpoints, and open minds. Instead we witnessed shouting, open intolerance, and continual moves to throttle discussion. The minority sought to provoke discussion and prolong debate in vain, for the majority had come with closed minds and a single purpose: to be counted as being opposed to "disruptions"; the whole exercise was childish and futile. If students had been present at the meeting, any vestiges of respect for their professors would have been dissipated very rapidly.

In a policy statement passed at the beginning of the meeting, the major concern of MAUT, was said to be the rights and working conditions of McGill academic staff. After last week's display of bad manners and short-sightedness, we wonder whether MAUT would not be of more value if it confined itself to these issues. We say this with regret, after arguing on the Committee that MAUT must endeavor to take more than a purely syndicalist view of the affairs facing the university.

Peter C. W. Gutkind
Anthropology
and
John R. Grace
Chemical Engineering

Democracy at work

To the Editor

I attended the recent meeting of M.A.U.T. when we discussed an entirely reasonable resolution by Professor Blostein and others expressing their objection to disruption and violence. For those who were not there we were given a first hand example of the passion and the impatience of the New Left as represented by Professors Lapierre, Noumoff, and Goldberg. They, in turn, were given a lesson in robust democracy when, after we had heard Professor Lapierre making the most immoderate statements about bombs and buttocks, the majority of members agreed to curtail further debate and voted overwhelmingly in support of the resolution as amended by Professor Gifford. It was democracy of the Lincoln kind at its best. You can't fool all of the Faculty all of the time, as it were.

It is interesting that much of the motivation for activist unrest stems not from the students but from a small minority of Faculty. It could hardly be otherwise. These colleagues in Political Science, English, and

a history of disruption

by R. F. SHAW

The only available source of daily news on the McGill campus is the student newspaper which is used by the university community, the mass media, and, therefore, the general public for its information.

There are those who have indicated that they would like to hear another view in the case of Mr. Stanley Gray. The article is, therefore, an attempt to outline the events to date.

In 1967 there occurred the first use of force in an attempt to influence the affairs of McGill. Although Mr. Gray did not participate in the sit-in, he was in evidence in what appeared to be a supporting capacity.

To someone who is not part of a university community, it may seem strange in the light of events over the past year and a half that Mr. Gray would have been reappointed to a further two years as a lecturer in the Political Science department. However, the principle of departmental autonomy was at stake. At McGill, a teacher without tenure who does not receive notice by December 15 prior to the termination of his appointment in the spring, is automatically reappointed for an additional term similar to the first. Prior to December 15, 1968, the members of the department of Political Science met, considered the case, and recommended the reappointment of Mr. Gray. It is the practice of this university to rely on the scholarly judgement of those who belong to the same discipline when an academic assessment has to be made. Only under the most dire circumstances would any persons or bodies in the university attempt to substitute their judgement for that of the department in such a case.

The Dean of Arts and Science, therefore, recommended to the Principal the reappointment of Mr. Gray, and the Principal in turn recommended the reappointment to the Board of Governors. For the Board, the principle of non-interference in academic affairs was of overriding importance.

Soon after the reappointment there were three disruptions of the university business, in all of which Mr. Gray played a part.

meetings interrupted

On January 24, 1969, a closed meeting of the Senate Nominating Committee was interrupted on several occasions by a group of students accompanied by Mr. Gray. These students demanded that the meeting be declared open and although they withdrew from the meeting room when ordered to do so, they continued to harass the meeting until its adjournment. The Nominating Committee then made a recommendation to the Senate that future meetings of the Nominating Committee be held in open session. Senate at its next meeting rejected this recommendation on the grounds that, to be effective, the Nominating Committee should conduct frank discussion of personalities and abilities and that this could not be done in a public forum.

On January 27, 1969, a group of students accompanied by Mr. Gray broke up the meeting of the Board of Governors. This disruption took the form of a forced entry by approximately 100 students many whom did not hold admission tickets. They attempted to introduce items on the agenda though interruptions from the visitors' gallery and shouted slogans and insults.

At the Senate meeting of February 5 the President of the Students' Society of McGill University — who is also a student Senator — requested that the Senate permit a member of the Radical Students' Association (RSA) to read a list of demands from the gallery. This was the third time that the students had recently established conditions for hearing those who were not Senators. Because

these conditions had not been fulfilled, Senate refused the request, but agreed to hear the demands if they were read by a Senator. None of the student Senators came forward to read these demands, and therefore the Senate attempted to continue with the agenda. At this point, a group of which Mr. Gray was a member collected in one section of the gallery and one of them commenced the reading of the demands of the RSA in a loud voice. The Chairman ordered that the disruption be discontinued and, there being no response to this demand, ordered the gallery to be cleared. The spokesman continued with the reading to its conclusion and thereafter the radical group departed, thus completing the clearing of the gallery. The meeting continued. When it was assured that peace had been restored, the gallery was reopened.

Following the disruption of the Board of Governors' meeting, the Principal considered that disciplinary action should be taken. He did this after hearing the views of the Senate in formal session and after informal consultation with the Governors, members of the administration, and groups of teachers. In addition, he received unsought advice from individuals and groups inside and outside the University. In general, his advisors were divided into two camps:

- Those who felt that the events to date were not sufficiently serious to warrant disciplinary action and that such action would lead to further confrontations;
- Those who felt that Mr. Gray had embarked on a deliberate course of confrontation, that escalation was therefore inevitable in any case, and that the challenge of violence should therefore be met immediately.

By far the greatest weight of the opinion sampled supported the opinion of the Principal that disciplinary action should be taken.

There was a problem, however. The Statutes of McGill University state that a teacher can only be disciplined or dismissed as the result of a hearing before the Board of Governors. In view of the fact that the major incident was in contempt of the Board of Governors itself, it was felt that another procedure should be sought on this occasion.

The University's legal advisors pointed out that the Board of Governors also has a unrestricted right to enter into agreements. The Principal therefore decided to offer to Mr. Gray an alternative form of hearing before an impartial group of his peers from outside McGill. The McGill Association of University Teachers (MAUT) has not yet recommended a policy for the disciplining of staff. However, the Canadian Association of University Teachers (CAUT) has recommended a policy for such cases and it was decided that this procedure should be offered to Mr. Gray.

adequate cause

On February 11, 1969, the Principal and the Dean of the Faculty of Arts and Science wrote to Mr. Gray as follows:

"Please be advised that we are satisfied that there is adequate cause to justify our recommending that you should be dismissed from the University. Before we do so, however, you are invited to meet with us, together with the Head of your Department, Professor James R. Mallory, and the Vice-President of the M.A.U.T., Professor Trevor Lloyd, in Room 388, Macdonald Engineering Building, at 9:30 A.M. on Thursday, February 13, 1969, in an attempt to settle the matter. You are entitled to bring with you to the meeting and be assisted by an advisor of your choice.

Please be further advised that if this attempt to settle the matter should fail we intend to invite you to agree in writ-

ing with the University to arbitrate the question in accordance with the C.A.U.T. Policy Statement on Academic Appointments and Tenure, Paragraphs C-1 to C-9 inclusive published in the C.A.U.T. Bulletin, Volume 16, No. 3 of February 1968 a copy of which is enclosed for your information."

The CAUT procedures indicated that one of the members of the group gathered to attempt settlement should be a disinterested professor having tenure. Professor Trevor Lloyd, Vice-President of the MAUT, was named. However, Mr. Gray requested that Professor Lloyd be replaced by Professor Donald Theall who does not have tenure. Mr. Gray also requested that the meetings be held in public. After consultation with the CAUT, the University accepted both of these changes.

tv settlement fails

Closed-circuit television was arranged, three meetings were held on February 13th, 14th, and 17th, and the differences were not settled. Briefly, the Principal and the Dean stated that the University was taking this action against Mr. Gray for the reason that he forcibly disrupted University business and that it was not questioning his political views or teaching ability.

Mr. Gray responded with a statement to the effect that his political beliefs included the use of direct action for the achievement of political aims and that the University had rejected, delayed, or watered down the demands of the students, including the RSA, to the point where disruption was the only course open.

A long list of issues was raised as example. I have commented on these in my article in the McGill Reporter (Gazette supplement) of February 24, 1969. The Principal refused to enter into debate on these issues as he felt that their introduction by Mr. Gray was an effort to make a prolonged political debate out of meetings which had been called to deal with the single issue of disruption of the University's business and to seek a settlement of the differences.

Mr. Gray also requested that the details of the charges against him be put forward and discussed. This, too, the Principal refused to do on the grounds that it would be improper to pre-try or pre-judge details which should properly be brought out at the arbitration if settlement could not be reached.

Finally, Mr. Gray asked why it was that he had been singled out and stated that this was an effort to kill the RSA — an effort which, in his opinion, would not succeed. The Principal replied that he was reserving his decisions on actions against students and again refused debate as he felt that this subject would quickly run beyond the specifics of the case against Stanley Gray.

Professor Theall, as the disinterested party, proposed that a settlement might be reached if Mr. Gray were to regret his actions as a result of the serious situation, and commit himself to respect the constituted bodies of the University in a way that would normally be expected of a professional member of staff, providing that the types of issues which he feels are crucial were placed in the proper areas for immediate discussion. The Principal was not prepared to accept such an open-ended settlement.

Finally, the Principal offered settlement on the condition that Mr. Gray would regret his actions involving the disruption of meetings and commit himself in future to respect the functioning of the University governing bodies, their committees, and all officials of the University, and to take no part directly or indirectly in acts that disrupt.

This was not acceptable to Mr. Gray and the meetings were terminated without a settlement having been reached. It should be noted that throughout the discussions, the University's objection was only to the disruption of University business and that there was no effort to question Mr. Gray's political views or to interfere with his right of expressing these views.

dismissal proceedings

On February 18, 1969, a letter was sent to Mr. Gray recommending that he be dismissed for having wilfully impeded the business of the University on the three occasions described above and inviting him to agree in writing to submit the question to arbitration in accordance with the CAUT policy statement. This offer was to be left open until 5.00 PM on February 25, 1969. On February 19, 1969, Mr. Gray wrote to the Senate, care of the Principal, protesting the Principal's recommendation that he be dismissed, and the institution of proceedings as set out in the Principal's letter of February 18, 1969. This protest was made on the grounds that:

- The hearings to reach a settlement had failed to establish a *prima facie* substantiation for initiating arbitration procedures and failing to show adequate cause;
- The Political Science Section of the Department of Economics and Political Science, the Political Science Association, and the Students' Council had all expressed formally their opinion that no adequate cause existed for dismissal;
- The Tripartite Commission had recommended that the Principal reconsider his actions;
- Dismissal proceedings constitute a false solution to the real political and educational problems facing McGill University.

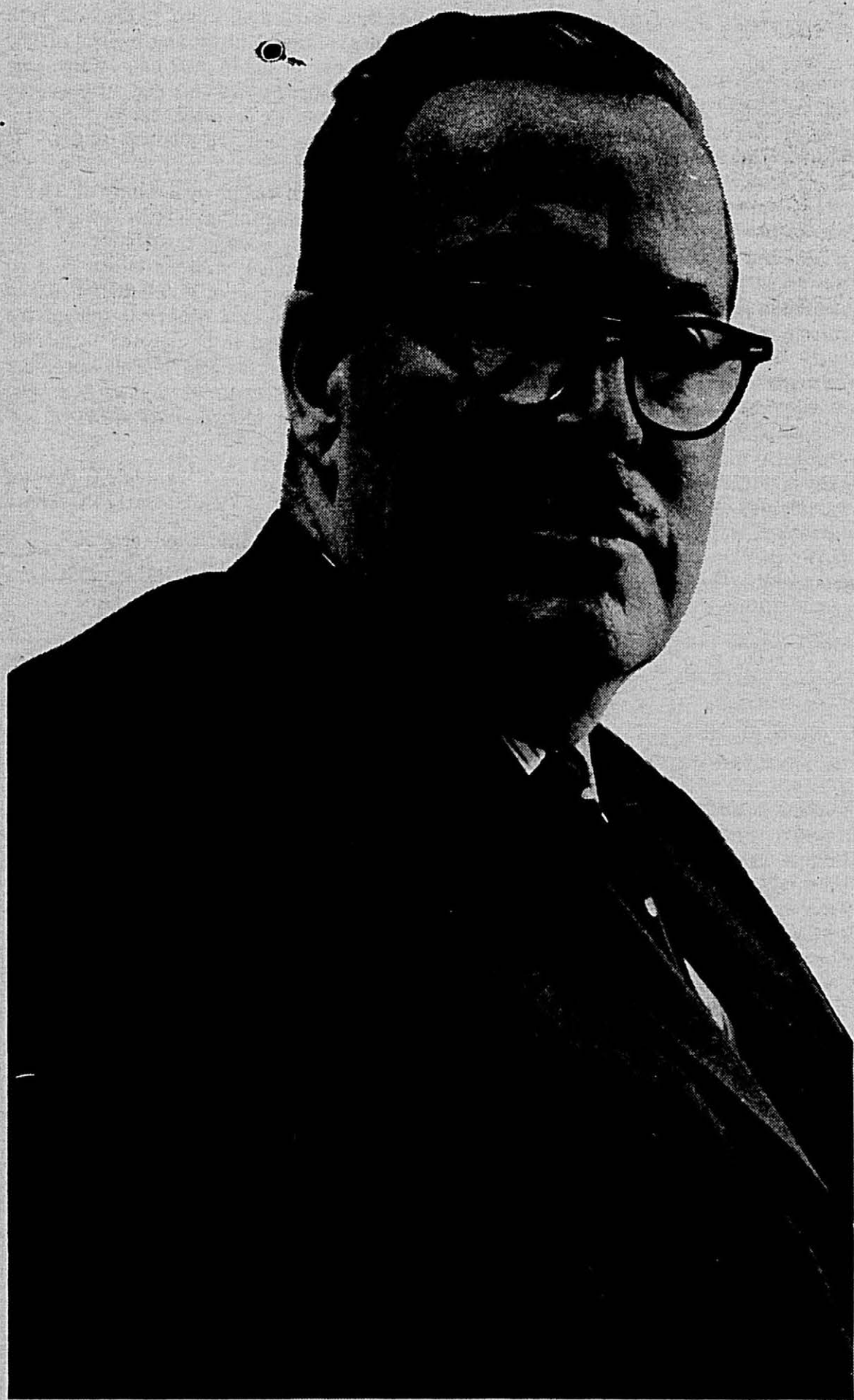
At the Senate meeting, Mr. Gray's petition was rejected on the grounds that justice could not be served by Senate action in a matter that was already proceeding through proper channels. However, Dean Woods, who was a party to the bringing of charges, commented on the points raised in Mr. Gray's letter. He stated that:

- The meetings with Mr. Gray had been for the purpose of attempting to reach a settlement and that it would have been improper to discuss the details of the case at such a meeting. Evidence to establish a *prima facie* case should be presented only if a hearing becomes necessary.
- The various bodies who had recommended that no adequate cause exists for dismissal had done so without hearing the evidence. To this the Principal added that by far the majority of the opinions he had heard were in support of his actions.
- The case under consideration referred only to the disruption of the University's business and that there was no effort to restrain freedom of political views.

On February 20, 1969, Mr. Gray wrote to the Principal repeating some of the arguments already reported above and, in addition, raised several further issues.

He charged that the Principal had stated in his opening Address to Freshmen that direct action outside formal channels has beneficial effects. The transcript of this speech shows the following:

"There is no doubt in my mind that out of the furor of the day there will arise a lot of good. I believe that the push that students have given their elders will result in good things happening that would not otherwise have



Robert F. Shaw, Vice-Principal (Administration).

happened, and in the speeding up of some reforms that would, under unchanged circumstances, have been slow to come about".

There is no suggestion in these words that forcible violent disruption is an acceptable solution to problems.

Mr. Gray also objected to the provision in the CAUT code that the arbitration meet-

ing should be in closed session. He stated that the meeting should be open because his case is not a personal but a political matter. After consultation with the CAUT the Principal replied on February 21, 1969, that arbitration proceedings are confidential not only for the protection of the person charged but also for witnesses and interested parties.

Mr. Gray requested that the CAUT arbi-

tration findings should be final and binding on both himself and the University.

In his reply the Principal pointed out that this provision was included in the CAUT procedures which the University had offered to Mr. Gray. Mr. Gray held that the charge should be formulated in terms of the CAUT code, and not in the terms of the Statutes of the University. The Principal replied that the adequacy or inadequacy of the charges is a matter to be determined by the arbitration board.

In his letter of February 20, 1969, Mr. Gray also suggested that the arbitration committee be composed of:

- one McGill faculty member, appointed by the MAUT,
- one McGill student, appointed by the Students' Society,
- one McGill faculty member, appointed by the Political Science faculty,
- one McGill student, appointed by the Political Science faculty,
- one faculty member, appointed by FAP-UQ (Fédération des Associations Professionnelles des Universités du Québec),
- one student, appointed by UGEQ (Union Générale des Etudiants du Québec).

The Principal rejected this requirement because it departed from the CAUT procedures and for the obvious reason that under such an arrangement it would be difficult to find disinterested parties.

Board says no to Gray

On February 24, Mr. Gray addressed a letter to the Chairman of the Board of Governors requesting that the Board of Governors advise the Principal to withdraw his charges and asking that he be permitted to address the Board at its meeting on that day. The Chancellor replied on the same day that Dr. Robertson, in initiating procedures under the CAUT code, was acting under the authority of the Board of Governors and that until these procedures had been completed or had been rejected by Mr. Gray, the matter of his addressing the Board of Governors would be premature. During the Board of Governors' meeting of February 24, a group of approximately 200 students stood outside the Administration Building shouting slogans. This group was divided in its loyalties to Mr. Gray and to the Administration. Another smaller group took seats in the visitors' section of the Board Room and of these, three or four students interrupted the meeting on three occasions. On the first interruption they repeated the demand reported above. The Chancellor read the correspondence. The second interruption was to the effect that the Governors had been individually telephoned at home and had been asked to consider these matters and to hear a statement from a member of the delegation.

The Board of Governors then voted to go into recess to hear the spokesman of the delegation as the Board did not feel that the practice of addressing meetings from the visitors' gallery could be recognized. The student spokesman refused to address the Governors except in formal session and the meeting reconvened and proceeded with the Agenda.

The third interruption was to request a member of the Board of Governors to speak to the crowd outside. This was refused on the grounds that such a procedure would not be satisfactory to speaker or listeners. The Chancellor advised that consideration would be given to this request at the end of the meeting. The Governors' meeting then continued to normal adjournment.

As the Governors left the meeting they encountered a placard-carrying group mounting the stairs apparently proceeding in the direction of the meeting. A group of Governors remained in the meeting room and held informal discussions with students which covered much of the ground outlined in this report. A delegation of four students was admitted to the Principal's office where similar discussions took place. The Principal was asked if he would proceed to the Union to address the student group. This

he agreed to do but on arrival was asked to postpone this meeting until the Students' Council meeting the following day. He agreed.

Gray compromise rejected

At a meeting on February 25 with the Principal and others, Mr. Gray made twelve "compromise proposals for arbitration procedures." The Principal rejected these proposals as being incompatible with CAUT procedures. Following this meeting Mr. Gray wrote that he would accept the CAUT procedural code with three modifications:

1. The arbitration committee to be composed of three outside professors; but instead of the code procedure for their selection, in the event of failure of the parties to agree on three arbitrators, each side would choose one and the third would be chosen jointly by these two;
2. The arbitrators to hold open or closed circuit televised hearings except where witnesses request it to be closed;
3. If differences arise with respect to procedures, the Academic Freedom and Tenure committee of the CAUT is to act referee.

This letter also criticized the Principal as being authoritarian and inflexible in his insistence that the CAUT code be followed. It is the opinion of the administration that the CAUT procedures are the fairest and most impartial available and that they have the further advantage that they are not originated as a result of the case of Mr. Gray. It was also felt that deviations from these procedures should be held to an absolute minimum in order to avoid confusion and accusations of manoeuvring for advantage.

agreement for arbitration

During a long meeting on February 28, 1969, Mr. Gray withdrew first and third requests for modification listed above. The CAUT procedures were accepted as the basis for arbitration and the following agreement with two minor modifications, was signed:

"The Parties agree that the question as to whether or not Mr. Gray should be dismissed from McGill or otherwise disciplined for the reasons set out in the letter from McGill to Mr. Gray dated 18 February, 1969, shall be decided by arbitration in accordance with Articles C-1 through C-9 inclusive of the CAUT Policy Statement on Academic Appointments and Tenure published in the CAUT Bulletin, Volume 16, No. 3 of February 1968, subject to the following amendments:

Article C-7 is replaced to read as follows:

If McGill and Mr. Gray are unable to agree within one week from the date of the present agreement upon the composition of the arbitration committee, McGill and the Executive Secretary of the CAUT shall together appoint a person of unquestioned integrity and independence from outside the university, such appointment to be made if possible within one week. Such person, when named, shall be requested to name an arbitration committee as quickly as possible.

The first sentence of Article C-9 (c) is replaced to read as follows:

The hearings of the arbitration committee shall be held in public in space to be provided by the university, and in a manner to be determined by the Committee, unless the Committee should decide, for any reason, that any part of the hearings should be closed. In all other respects the Committee shall be the master of its own procedures.

Copies of the said letter and of the said Policy Statement are attached."

FORUM

continued from page 3

Sociology are certainly entitled to hold unusual views in the name of a better world, particularly in a subject in which there are few clear bars of objective truth. But they had better be a great deal more patient with the rest of us. Politics is one thing, but learning and scholarship embrace many things in the "great ocean of truth" and those of us who are lucky enough to see even a small part of that truth have an experience which runs deep. We will not quickly respond to the slogans and the instant solutions of the T.V. age. Indeed, I like to think that the scientists among us are affected more by the back of a television set than by the front of it, however that is by the way.

The New Leftists will be delighted to know that I have been dabbling in the writings of Mao Tse Tung in order to get a feel for their point of view. Among other things, I basically disagree with the premise that the only important sin of man is Avarice, as manifest in capitalism. There are six other deadly sins of which Pride, Wrath, Envy, and Sloth would seem to be fairly prevalent. Sensible and equitable laws do much to save us from the worst consequences of these human failings and the rest must be dealt with at the personal level. I certainly do not fall into the trap that emphasizes one sin to the neglect of the others.

After recovering from my dismay at the tirade from my colleagues, I was tremendously encouraged by this meeting. The moderate views and the overwhelming common sense of the majority will do much to hold back immoderate reaction from the Right, a reaction which would be equally deplorable.

Yours sincerely,
B. G. Newman

Student participation debate stifled

I wish to register my protest at the action of M.A.U.T. on Thursday. The reactionary resolution which was apparently passed is a significant contribution to the reign of terror on this campus. It is clear that more than a handful of fringe liberals are now worried about their jobs. Why else the frenzied haste in getting on the right bandwagon? I say that the resolution was "apparently passed" because even the Chairman of the meeting, according to his statement in the Montreal Star, was hazy in his recollection of how many supported it. In truth, the atmosphere was so clouded with hysteria that it was questionable whether the vote itself could be considered valid. The collusion involved in closing off debate was reminiscent of the Chicago convention. The handy principle that the case is "sub judice," which Law Dean Maxwell Cohen casts about with such abandon, was used to throw out amendments and limit discussion; but was curiously not used to throw out a resolution which obviously took a direct stand on the Gray case. It becomes clearer and clearer that it is only used to suppress dissent.

I feel that the M.A.U.T. should be harshly condemned by its parent body for its stand on this issue, and that whatever principles of censure are operative should be used both against it and against the University administration. A divisive atmosphere has been wilfully created in the attempt to purge dissent. Escalation of the situation is the total responsibility of the Administration and of the bodies which have openly supported it or tacitly done so by refusing to discuss the issue. Many questions need to be asked. Should administrative figures be allowed to control a faculty association? We all know the myth that McGill has no administrators but only faculty in temporary disguise. Whatever you choose to call it, there

is a power monopoly which controls too many organizations at this University and influences decision-making at almost every level. Until this monopoly is broken, we may expect that the University's governing bodies will continue to operate in collusion with a small segment of the society around it, while continuing to use the weary rhetoric of university autonomy and scholarly values. We may expect that they will continue to refuse to discuss the present role of the university in society and possible alternatives to it. Until these very real problems have been resolved (and we are at least beginning to recognize them if not deal with them thanks to the efforts of a few), it is the height of autocratic arrogance to assert that one man is "disrupting" the University.

Sincerely yours,
Hugh Nelson
Assistant Professor of English

Power monopoly controls McGill

To the Editor:

By this time, it will hardly be news to your readers that the general meeting of the M.A.U.T. on February 27 voted for a resolution whose very content — a stand against violence and disruptive tactics — was guaranteed to earn it the large majority it obtained and heartily deserved. This stand was taken just after the meeting voted to terminate prematurely a much-needed discussion on a burning question on this and every other Canadian and U.S. campus: participation by students in procedures hitherto reserved solely for academic staff and administration. It was the first occasion for a discussion in a campus-wide faculty organization of an urgent problem that has already generated a sit-in and much acrimony, and the staff, through the M.A.U.T.'s previous general meeting, had demanded the discussion. At that time a Com-

mittee to examine staff-student relations was voted into existence, an apparent indication of the concern of M.A.U.T. membership. The Committee was asked to carry out its work with dispatch. Departments were anxious to have a M.A.U.T. policy statement as a guide; the senate wished to know what the academic staff thought. Hundreds of man-hours of discussion later, the Council and individual members submitted recommendations on February 27 on student participation. These recommendations could have been debated, and the position of faculty would thus have been clarified. Indeed, the resolution that supplanted the main point on the agenda could have followed in any case.

It is absolutely vital to recognize that student participation was precisely the one issue whose discussion might have provided a more salutary atmosphere on this self-confronted campus. But a motion to table killed the debate. We did not even display a mini-token of interest.

Last Tuesday, the article by Fred Hechinger (Education Editor of the New York Times) in the Montreal Star seemed mainly about events 400 to 3000 miles away. One of the things he said was that "it is largely the faculty that is responsible for the conditions to which the students object." Is Hechinger right?

We lost a unique opportunity on Thursday to make a principled move toward solution of a key issue in this University. Sad. Sad. Now, more vigorous efforts will be needed on the part of M.A.U.T. to make up for an insensitiveness toward the issues that need to be debated — indeed, issues that the membership on November 26, 1968, asked to have discussed, and exactly three months later declared untimely.

Theodore L. Sourkes
Department of Psychiatry
and
Leon St. Pierre
Department of Chemistry

french-canadian scholars at McGill

The French Canada Studies Programme of McGill University this year is organizing a series of meetings, seminars, and conferences which will take place in February and March in twenty departments, schools, and faculties of the University.

The aim of this project is to give McGill students and professors an opportunity to meet French-Canadian scholars so that they may become better acquainted with study and research being undertaken at French-Canadian universities.

For a few days the visiting professor will be available to discuss his personal research or the research pursued in his discipline as well as any other topics of interest concerning French-Canadian society.

The following have been invited: Prof. G. Fortin, Dept. of Sociology, Laval University; Prof. F. Ouellet, Dept. of History, Carleton University; Prof. R. Robidoux, Dept. of French, University of Toronto; Mrs. S. Chapat-Rolland, writer; Prof. J. Lefavre, Chairman, Dept. of Physics, University of Sherbrooke; Prof. Yves Dubé, Dean, Faculty of Social Sciences, Laval University; Prof. G. Leblanc, Dept. of Geology, Laval University; Prof. G. Lefebvre, Dept. of Linguistics, Université de Montréal; Dr. Lionel Boulet,

Director of Research, Hydro-Québec; Prof. L. Sabourin, Director, Centre for International Co-operation, University of Ottawa; Prof. P. A. Giguère, Dept. of Chemistry, Laval University; Prof. J. M. Hamelin, Faculty of Education, Laval University; Prof. J. Fillion, Faculty of Theology, University of Sherbrooke; Prof. Michel Cloutier, School of Commerce, University of Sherbrooke; Prof. J. B. Racine, Dept. of Geography, University of Sherbrooke; Prof. G. Dion, Dept. of Industrial Relations, Laval University; Prof. R. Simard, Dept. of Pathology, Université de Montréal; Mr. Gilles Sainte-Marie, Film critic.

The Faculty of Agriculture, Macdonald College of McGill University, has approved in principle the initiation of a program of studies at the collegial level to begin in the fall of 1969.

Announcement that there will be some 8000 Grade 11 graduates seeking admission to CEGEP (for Grade 12) in the fall

of 1969, with only 1800 places in all (university and technical combined) available in Dawson College, has convinced this Faculty of the urgency of the need.

The program will be developed within the limits of competence of the Faculty of Agriculture. While Dawson College will give both a physical science and a biological science stream as well as a humanities stream, the program as planned in the Faculty of Agriculture will concentrate on the physical and biological sciences, integrated into one one program. There will be a gen-

MACDONALD ADAPTS TO COLLEGIAL LEVEL

eral humanities program, however, since the Faculty does not have academic staff to teach in these areas.

The course load over the two-year period will be approximately equal to the CEGEP course load. The core subjects taken in the physical and biological sciences will be designed to take the student to the same level as he would reach in either of the streams in a CEGEP.

The Faculty further agreed that starting in the fall of 1971 they would initiate Year 1 of a new three-year post CEGEP program leading to the B. Sc. degree in Agriculture.

SENATE CONSIDERS ITS COMPETENCE

by ARTHUR DOMINGO

The Senate met February 26, to discuss "The University and its Role in Society," and "The Role of Senate, Style and Responsibilities." Over an eight hour session, the Senate heard papers that discussed various current problems facing the University and the Senate, and possible answers to them.

Pavlassek

Discussing university, government, and society, T.J.F. Pavlassek, associate dean of Engineering, stated that in our modern complex society the relationships that exist between university, government, and society constantly vary according to the needs of the times.

The university has the express purpose to engage in fundamental research and to teach; and, as the only organized agency dedicated to this dual purpose, it plays a unique role. Charles Leblond, chairman, Department of Anatomy, in his paper, "University and Social Preoccupation," added McGill University might consider the possibility of engaging in applied research by undertaking "mission-oriented interdisciplinary programs," which would be in the hands of groups of experts pooling their intellectual resources. The main social role of a university scholar is to perform his research and teach his techniques and findings, that is, to perform, propagate, and preserve that activity which may well be the crowning achievement of mankind, the search for truth.

Bates

David Bates, chairman, Department of Physiology, spoke on "Objectivity and Relevance of Research." He discussed the problem of the relationship of the University, and its Senate, to research going on within the University, and the impact of this relationship on the broader question of the responsibilities of the University to the community at large. Professor Bates offered these conclusions as a basis for discussion. Senate, through an appropriate committee, should be cognizant of all research being done by McGill faculty members on the McGill campus, and has a responsibility to the community to ensure that this research meets its own standards. The University can do little directly to, control areas of research emphasis and is not in a position to launch major research endeavours in special areas without the assistance of outside agencies. It will be impossible for the University to direct large research projects into areas it selected for itself with existing methods of granting research funds in Canada. To the extent that undergraduates are pressing for

a decision-making role in respect of faculty appointments, they represent a potential danger to the research capability of the University since students are not in a position to form a balanced judgement of the contribution a faculty member may be making to his community or to his discipline, and are unlikely to give this due weight. A major student role in determining faculty appointments may be a luxury which departments of political science can indulge; but it is likely to have an extremely harmful effect in any department, and this applies to all of our science departments, in which graduate student and faculty enrolment is critically dependent on the international reputation of the research workers it contains. Certainly, major attention must be paid to the teaching level offered by the department to the undergraduate student; but this is only one of the factors that enter into decisions concerning faculty appointment and promotions.

Robertson

Principal, Dr. H. Locke Robertson, talked on "University and Political Issues." There are some, he said, who urge that a university should, as a corporate entity and through its official bodies, take positions on political issues and by so doing become a direct political force in society.

Dr. Robertson urged that Senate should not adopt a policy of taking positions on political issues for reasons of both principle and practice. On principle, it would defeat one of the main purposes of the university which is to provide an atmosphere in which any problem may be examined and any considered opinion may be expressed. It is vital to the academic freedom of the members of the university that they be entirely free to express their considered opinions on all matters. So long as the university itself maintains a strict neutrality on issues it can vigorously protect its members' rights in this respect. If the university were to take an official position on a matter of disputed public policy, its ability to protect the individual who held a different view would be reduced, if not eliminated. The official opinion of the University, or any part of it, should only be expressed after the subject in question has been fully examined and debated. For the University to express an opinion with any less preparation would be to nullify the value of the opinion and to expose the University to justifiable censure.

From practical considerations, Dr. Robertson pointed out, if the Senate were to undertake to proclaim an opinion on public issues, it would find it difficult to decide upon which issues to deal with and which to set aside. Experience in Senate to date suggests that the issues that would be brought forward would be of an emergency nature (e.g. CEGEP's crisis, nego-

tiations between the teachers and the Government) and a review of the resolutions adopted by the Students' Council during the past year and a half supports this possibility. Once embarked on a course of this sort, Senate might find it difficult to refuse to discuss and pronounce on any such issues and it could be anticipated that a host of other issues would be introduced into the agenda. It could be confidently predicted that if Senate were to adopt a policy of "taking positions" on public issues it would either involve itself in a process so time-consuming as to inhibit seriously the progress of regular university business or, if it were to deal with these matters rapidly, would find itself in positions many of which might prove to be untenable and none of which would be valuable.

Dr. Robertson concluded, this is not to say that the university should not be fully concerned with an involved in attempts to find solutions to urgent current problems — for clearly it should. It can and should do this by encouraging its members and supporting them in their teaching and research directed towards the examination of the problems and the search for solutions.

Bindra

"What Role for the McGill Senate?" was the subject of Professor Dalbir Bindra, Department of Psychology. Reviewing the current functions of the major North American universities, he stated, first and foremost, the Senate must take command of the situation, and become the unquestioned ruler of the university. If the Senate does not assume unequivocal authority over all aspects of university life, and clarify its relation to government and society-at-large, then intervention from outside and uncertainty within the university will gradually undermine the university. Broadly speaking, the Senate must formulate policies and take actions that would insure that all university functions are properly discharged. This broad policy aim has several specific implications concerning the type of new questions (as opposed to the traditional ones) which would or should reasonably fall within the domain of Senate's competence. Some of these new questions pertain to actions directed internally, within the university, and others are for actions directed externally, at the relevant governments and society-at-large.

Brown

Governor, Kenneth Brown spoke on, "The Role of Senate," which in his opinion, was co-extensive with that of the university itself in matters of education. He discussed some of the areas which created problems for the proper functioning of the

Senate, and suggested streamlining and remedial measures for better efficiency and meaningful discussion. The actual detailed role of Senate should be mainly debated and decided by the "on-campus" members of Senate rather than by the "off-campus" members, subject to the overriding principle of staying out of politics except within the dividing line, as in the advancement of education and which is consistent with the academic function.

Hajaly

The Record on Senate from October 31, 1968 to February 19, 1969, was presented by Robert Hajaly, President, Students' Society. This document has been submitted to Students' Council and contains proposals for Senate's reform. The recommendations would help to expedite business and make Senate more responsive to its internal and external constituency. Changes were recommended in the delegation of power of the Steering Committee by giving it more autonomy and authority so as to reduce the workload of the Senate. The proposals also covered Senate meeting time; motions of dissociation, censure and personal accusals or provocations; and removing issues from the agenda which affect and implicate the University in order to lighten the load of the Senate.

Structural reform, Bob Hajaly stated, was by far the most significant proposal recommended. Experience on Senate and with the Board convinces that they should be integrated into a unicameral body. The final powers held by a body composed almost entirely of people outside the University is inconsistent with a democratic university. Furthermore, a division between financial and non-financial matters is becoming increasingly hazy, as the housing issue demonstrated. The new unicameral body would be composed of an equal number of representatives of students, faculty and other university staff, and constituent groups in the community at large, the latter chosen in a fashion similar to that recommended in the Statement of Position on University Government passed by Council on June 3, 1968. Finally, the Deans of Agriculture, Arts and Science, Engineering and Graduate Studies, chosen as recommended in the position "Selection of Executive Officers and Academic Personnel of McGill University" submitted to Council on February 12, 1969, and the Principal and Vice-Principals, elected by the reconstituted Senate, would fill out the Senate ranks.

reporter

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PRODUCTION: HELEN MURPHY
PHOTOGRAPHY: CHRIS PAYNE
(UNLESS OTHERWISE CREDITED)

Authorized as second class mail by the Post Office Department, Ottawa, and for payment of postage in cash. Published weekly by the Information Office of McGill University, 805 Sherbrooke Street West, Montreal 110, Quebec, and distributed free of charge to faculty students, staff and friends of the University

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NEW REGIME ON McTAVISH STREET

see McGill Daily for details

